



Kingstree Junior High

710 Third Avenue
Kingstree, South Carolina

Grades	7-8 Middle School	
Enrollment	468 Students	
Principal	Margie Myers	843-355-6823
Superintendent	Ralph C. Fennell, Jr.	843-355-5571
Board Chair	Mr. James Darby	843-387-5472

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	At-Risk
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

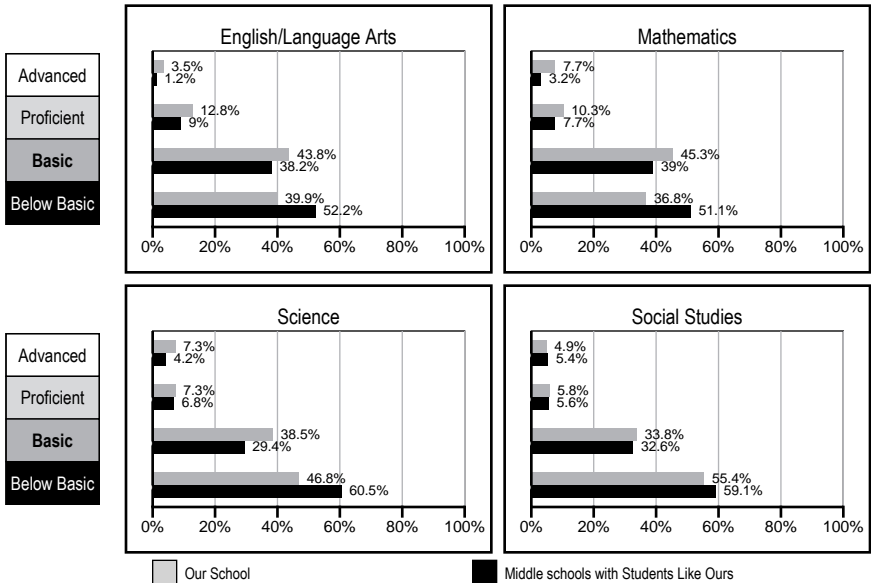
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	31

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	82.0
English 1	88.2	82.7
Physical Science	0	39.5
All Subjects	91.8	78.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=468)				
Students enrolled in high school credit courses (grades 7 & 8)	32.7%	Up from 9.6%	11.3%	19.4%
Retention rate	2.3%	Down from 4.8%	3.4%	1.8%
Attendance rate	94.5%	Down from 94.6%	95.0%	95.8%
Eligible for gifted and talented	6.4%	Down from 7.3%	4.2%	15.3%
With disabilities other than speech	23.0%	Down from 24.6%	13.5%	12.9%
Older than usual for grade	3.2%	Down from 3.6%	6.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 1.5%	0.8%	0.7%
Annual dropout rate	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n=28)				
Teachers with advanced degrees	57.1%	No Change	54.3%	55.0%
Continuing contract teachers	50.0%	Down from 53.6%	56.0%	70.6%
Teachers with emergency or provisional certificates	32.1%	Down from 33.3%	18.8%	5.4%
Teachers returning from previous year	65.9%	Down from 72.0%	76.4%	83.4%
Teacher attendance rate	94.7%	Up from 94.2%	94.7%	94.9%
Average teacher salary	\$43,109	Up 3.2%	\$43,167	\$44,706
Professional development days/teacher	11.2 days	Up from 10.7 days	13.2 days	11.8 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	27.6 to 1	Up from 26.0 to 1	15.6 to 1	20.1 to 1
Prime instructional time	87.8%	Down from 87.9%	88.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	86.9%	Up from 84.5%	98.0%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,752	Up 18.1%	\$9,135	\$7,097
Percent of expenditures for instruction*	65.6%	Up from 65.2%	63.0%	64.4%
Percent of expenditures for teacher salaries*	60.0%	Up from 59.0%	55.4%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Kingstree Junior High School's motto, "Kingstree Junior High School students are respectful, responsible, productive, and intelligent," helped to drive the school year.

Kingstree Junior High School's commitment to academic excellence was recognized by the Southern Association and Colleges and Schools (SACS). This accreditation reinforces the school's commitment to demand rigor and to produce productive citizens. Kingstree Junior High is proud of this accomplishment.

Focusing on academic excellence for all students, the school implemented several new programs this year. Two academies opened in August to serve the needs of a segment of the student population. The Academy of Reading and the Academy of Math provided small-group instruction for students who needed to strengthen foundational skills in either of these areas. In another program, the school placed instructional assistants in the English/language arts and math classrooms in order to provide additional academic assistance. Furthermore, Kingstree Junior High students who needed additional support in subject-area classes also attended the after-school program.

In its focus on academic rigor, Kingstree Junior High continued to offer numerous high school courses – Algebra I, English I, Keyboarding, and Multicultural Studies. The school's Academic Challenge Team had a victorious season. This team allowed students to excel on an academic playing field. Great attention was given to the school-wide reading program. Incentives were provided each nine weeks for students who reached their goal. An end-of-the-year incentive included a "Lunch and Limo" celebration for the school's top readers.

Professional development continued with instructional strategies for single-gender classrooms serving as a primary focus. Workshops focusing on single-gender strategies were provided by the State Department of Education. Kingstree Junior High School had faculty members present workshops at the State Conference for Single-Gender Initiatives. The school was one of seven in the state presented with a "Single-Gender Initiative Award." Due to the success of its single-gender program, Kingstree Junior High School was featured in Education Week, a non-profit, nationally-recognized educational journal dedicated to covering important topics related to schools and education. In addition to professional development in single-gender strategies, the administration, the faculty, and the staff had the privilege of having Jerry King, a well-known educator, conduct a workshop based on his book Teaching . . . Take This Job and Love It.

The characteristics of respect and responsibility were addressed through two new social organizations – The Gentlemen's Club and The Ladies' Club. Both organizations stressed good character and community service. Kingstree Junior High School continues to strive for academic excellence and to focus on making productive citizens for the community, the state, and the nation.

Margie B. Myers, Principal and Larry Redden, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	210	97
Percent satisfied with learning environment	100.0%	83.2%	92.4%
Percent satisfied with social and physical environment	100.0%	85.7%	80.6%
Percent satisfied with school-home relations	83.3%	86.2%	79.2%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 10 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	18.3%	0.0%	No
Student attendance rate	94.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	465	100	40.4	43.3	12.9	3.4	25.1	36.2	48.2	No	Yes
Gender											
Male	231	100	51.6	40.6	5.9	1.8	14.6	30.4	41.7	N/A	N/A
Female	234	100	29.5	46	19.6	4.9	35.3	42.3	55	N/A	N/A
Racial/Ethnic Group											
White	18	100	23.5	52.9	23.5	0	35.3	47.1	60	I/S	I/S
African American	446	100	41.2	43.1	12.2	3.5	24.5	35.3	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	104	100	84.2	7.9	4	4	8.9	13.2	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	424	100	41.9	42.6	12.5	2.9	24.5	35	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	465	100	37.9	46	10.8	5.2	27.3	30.8	45.8	No	Yes
Gender											
Male	231	100	41.6	44.3	11	3.2	26.5	29.6	45.6	N/A	N/A
Female	234	100	34.4	47.8	10.7	7.1	28.1	32.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	18	100	29.4	47.1	17.6	5.9	35.3	36.4	59	I/S	I/S
African American	446	100	38.4	46.1	10.4	5.2	26.8	30.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	104	100	76.2	14.9	5.9	3	9.9	9.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	424	100	39	45.1	11	4.9	27	30.1	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	349	100	45.8	38.3	7.5	8.4	15.9	15.3	35.7	94.5	96.5
Gender											
Male	174	100	50	36.7	7.8	5.4	13.3	15.3	37.4	94.1	96.3
Female	175	100	41.7	39.9	7.1	11.3	18.5	15.4	33.8	95	96.8
Racial/Ethnic Group											
White	12	100	27.3	27.3	18.2	27.3	45.5	20.2	49.2	90.7	94.2
African American	336	100	46.3	38.8	7.1	7.8	14.9	14.7	17	94.7	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	94.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.9	97.3	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	95.3
Disability Status											
Disabled	77	100	73.3	18.7	1.3	6.7	8	6.1	14	92.9	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	97.4
Socio-Economic Status											
Subsided meals	317	100	47.6	38.1	6.2	8.1	14.3	14.3	21.1	94.4	96.5

Social Studies

All Students	344	100	55	33.6	5.8	5.5	11.3	14.1	34	94.5	96.5
Gender											
Male	178	100	50.9	34.9	5.3	8.9	14.2	14.1	36.6	94.1	96.3
Female	166	100	59.5	32.3	6.3	1.9	8.2	14.1	31.3	95	96.8
Racial/Ethnic Group											
White	15	100	42.9	42.9	14.3	0	14.3	20.4	44.5	90.7	94.2
African American	328	100	55.4	33.3	5.4	5.8	11.2	13.4	19.1	94.7	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	94.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	27.5	97.3	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	95.3
Disability Status											
Disabled	74	100	86.1	9.7	1.4	2.8	4.2	4.5	14.4	92.9	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	97.4
Socio-Economic Status											
Subsided meals	314	100	55.3	33.7	5	6	11	13.2	21	94.4	96.5

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	228	100	41.2	43.6	13.7	1.4	15.2
	8	237	99.2	42	48.2	8.9	0.9	9.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	227	100	35	46.1	16.6	2.3	18.9
	8	238	100	45.6	40.7	9.3	4.4	13.7
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	228	99.6	41	43.3	9.5	6.2	15.7
	8	237	99.6	48.4	39.6	9.3	2.7	12
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	227	100	29.5	51.6	12.4	6.5	18.9
	8	238	100	46	40.7	9.3	4	13.3
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	228	99.6	47.6	31.9	14.8	5.7	20.5
	8	122	100	75.5	22.7	0.9	0.9	1.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	227	100	39.6	43.3	8.3	8.8	17.1
	8	122	100	57.3	29.1	6	7.7	13.7
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	228	99.6	60.5	31	5.7	2.9	8.6
	8	120	100	65.7	32.4	1.9	0	1.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	227	100	54.8	30.4	7.4	7.4	14.7
	8	117	100	55.5	40	2.7	1.8	4.5

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample